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ABSTRACT

This handbook has been prepared to stimulate and give direction to the teaching of human relations as well as to encourage a humanistic approach to teaching. It does not contain all the answers but merely offers ideas, suggestions, and information. The effectiveness of this handbook will depend on its use by teachers. It is not an end but a means to better understanding between teacher and pupil as well as between school and community. Its intent is to improve the relationship between administrators, teachers, and students. It attempts to create a desire among administrators and teachers to accept the student as an individual and is mainly concerned with the teacher-student relationship. The following are specific objectives of this handbook: (1) to create an awareness among administrators, teachers, and students of the need for better human relations; (2) to provide practical suggestions for teachers to use in the classroom; (3) to inform administrators and teachers of the resolutions passed by the West Virginia Board of Education which relate to multicultural education; (4) to provide administrators and teachers with a means for improving communication with students; (5) to develop within teachers a better self-understanding; (6) to provide a list of organizations and agencies which make available human relations resources; and (7) to provide a recommended reading list in the area of human relations. (Author/JM)

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HUMAN RELATIONS HANDBOOK

SUGGESTIONS FOR IMPROVING INTERPERSONAL RELATIONSHIPS

IN WEST VIRGINIA PUBLIC SCHOOLS

A

GUIDE

PREPARED FOR

WEST VIRGINIA EDUCATORS

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FOREWORD

This handbook has been prepared to stimulate and give direction to the teaching of human relations as well as to encourage a humanistic approach to teaching. It does not contain all the answers but merely offers ideas, suggestions and information. The effectiveness of this handbook will depend on its use by teachers. It is not an end but a means to better understanding between teacher and pupil as well as between school and community.

Daniel B. Taylor
State Superintendent of Schools

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INTRODUCTION

The concept of democracy should not be considered as a form of government alone--it is also a way of life. One of its highly valued beliefs is the worth and dignity of the individual. Human interests and values have been historically important in our nation, and in our time they continue to be so as we move closer to our goal of greater opportunities for fulfillment for all our citizens. The teacher certainly plays an important role in the attainment of this goal. According to the Coleman Report, the teacher is the single most important variable within the school that influences the behavior of the pupils.

Studies in human growth and development indicate that wholesome relationships in the home, community and school influence the development of the student's potentialities. Here again the teacher plays a major role. It must be contended here that everyone involved in education should be concerned not only with the cognitive development of students but also with their affective development. Affective development involves such things as learning how to learn, the desire for knowledge, initiative, motivation, and the emotional tone of interpersonal relationships. How well the pupil succeeds in these areas depends on his self-concept. Studies show that a pupil's self-concept is a functionally limiting and facilitating factor in his ability to perform socially as well as academically.

Of course no handbook can serve as a substitute for the warm human qualities practiced by teachers in the classroom as they strive to develop understanding, positive attitudes and values. We must be alert to new skills and techniques which can be used to alleviate tensions and conflicts as they arise in the classroom. This can lead to wholesome pupil-teacher interpersonal relationships if there is a constant dialogue between the two.

There is a need for human relationships to be improved if democracy is to function as it was ordained. This will happen only with an increase in mutual understanding, trust and respect among the people of our State as well as our nation. It can start in our schools with <u>you</u>.

OBJECTIVES

The intent of this handbook is to improve the relationship between administrators, teachers and students. It attempts to create a desire among administrators and teachers to accept the student as an individual and is mainly concerned with the teacher-student relationship.

The following are specific objectives of this handbook:

1. To create an awareness among administrators, teachers and students of the need for better human relations.

2. To provide practical suggestions for teachers to use in the classroom.

3. To inform administrators and teachers of the resolutions passed by the West Virginia Board of Education which relate to multi-cultural education.

4. To provide administrators and teachers with a means for improving communication with students.

5. To develop within teachers a better self-understanding.

6. To provide a list of organizations and agencies which make available human relations resources.

7. To provide a recommended reading list in the area of human relations.

HUMAN RELATIONS QUESTIONS

In order that the child might learn how to learn as well as develop his self-concept, the following questions should be considered. The questions are relative to improving the existing relations between pupil and teacher and must be studied in terms of what is being done for the students in your school.

Do your students have the opportunity to see successful models of behavior?

In what ways does your school provide practical experiences in developing wholesome intergroup attitudes and skills?

Do manners, dress or speech stand in a student's way of being taught?

Do students become confused because of the conflict between accepted behavior at home and at school?

What provisions are made to determine those circumstances which cause some children to score lower on achievement tests than other children?

Do you feel that subject matter or learning how to learn, especially in early grades, is more important?

Is the teacher aware of and does he appreciate the value of multi-ethnic learning materials both in terms of its motivation for minority group students and its value for other students?

Does the curriculum include the contributions of all groups to the history of America and other countries?

How are opportunities to respond to questions, to volunteer for assignments and to participate in activities distributed among children?

Is there distrust among the students and a desire to lock things up when minority children are around?

Are minority group children encouraged to participate in all activities of the school?

Are there different expectations of achievement for children from certain parts of the community? Do people say that kids from X neighborhood just can't be expected to produce like kids from Y neighborhood?

RESOLUTIONS

The following Resolutions were adopted by the West Virginia Board of Education on recommendation of the State Superintendent of Schools on December 11, 1970. The passage of these Resolutions is most important as this reaffirms the emphasis placed on multi-cultural education, and establishes policy for the State of West Virginia as it works toward full implementation of the Resolutions and equal opportunity for all students.

RESOLUTION: The Inclusion of Inter-Ethnic Concepts and Instructional Techniques into School Curricula

WHEREAS: the West Virginia Board of Education recognizes the pluralistic nature of American society, and

WHEREAS: minority and ethnic group contributions are an inextricable part of the total growth and development of this nation, and

WHEREAS: education must perpetuate these contributions as an essential part of the American heritage; therefore

BE IT RESOLVED THAT: those persons responsible for the operation of public school systems move immediately to insure that inter-ethnic and inter-cultural concepts be incorporated in an adequate and factual way in all curriculum areas included in the Comprehensive Educational Program, and

BE IT FURTHER RESOLVED THAT: practical instructional techniques and activities designed to translate such concepts into valid life experiences for all students be introduced immediately into the operational programs of said school systems.

The West Virginia Board of Education takes note of the fact that a Technical Assistance Unit is now operational in the Department of Education. One of the primary purposes of this unit is to provide to school systems consultation and assistance in the area of curriculum development to insure the inclusion of minority and ethnic group contributions in said curriculum content and in the total educational process.

RESOLUTION: Non-Discriminatory Participation in Extra-Curricular Activities

WHEREAS: the West Virginia Board of Education is committed to the provision of equal educational opportunity for all West Virginia children, and

WHEREAS: the educational program established and operated under the auspices of the West Virginia Board of Education is designed to deal with the intellectual, physical, emotional, cultural, and moral development of the child, and

WHEREAS: the West Virginia Board of Education views all extra-curricular activities sponsored by the schools as an integral part of the total educational process, and

WHEREAS: extra-curricular activities contribute in large measure to growth in the intellectual, physical, emotional, cultural and moral development of children; therefore

BE IT RESOLVED THAT: persons responsible for administering and supervising extra-curricular programs in the public schools of West Virginia shall include minority and ethnic group students as active participants in all extra-curricular activities to insure that no student is denied access to or equal opportunity for participation in said extra-curricular activities sponsored by the public schools in this State.

RESOLUTION: The Selection of Textbooks and Other Instructional Materials: Inter-Ethnic in Content, Concept and Illustration

WHEREAS: the West Virginia Board of Education recognizes the pluralistic nature of American society, and

WHEREAS: minority and ethnic group contributions are an inextricable part of the total growth and development of this nation, and

WHEREAS: education must perpetuate these contributions as an essential part of the American heritage; and

WHEREAS: much of the instructional program is based on or derived from factual and conceptual material contained in textbooks and other printed materials; therefore

BE IT RESOLVED THAT: both state and local textbook committees and individual educators charged with responsibility for the selection of textbooks and other printed materials to be used in school programs K-12 shall select only those textbooks and materials for classroom use which accurately portray minority and ethnic group contributions to American growth and culture and which depict and illustrate the inter-cultural character of our pluralistic society.

PREJUDICE IS "PRE-JUDGING"

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GUIDING PRINCIPLES IN HUMAN RELATIONS

The following principles should be considered as a guide for teachers in their relationships with students.

It should be recognized that --

The value of the individual must be considered as much as possible.

Every individual has something to contribute to society.

It is especially important to accept those who have detoured from traditional social patterns.

The teacher must be able to assess the group which makes up the classroom.

The behavior that distinguishes humans from other creatures is learned. Prejudice is a learned behavior.

Prejudice tends to diminish whenever members of different groups meet on terms of equal status in the pursuit of common objectives.

The school does not control the educational process. The community is involved in education in a broad sense.

Prejudice will diminish as students are taught to view each person as an individual.

DIFFERENT WORDS MEAN DIFFERENT THINGS TO DIFFERENT PEOPLE!

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HUMAN RELATIONS TERMS

These terms are related to human relations and are defined to establish common understanding. They should not be accepted as the only definitions but as working definitions dealing with human relations.

Attitude: A state of mind; a point of view; a factor that can change and be changed. A position, feeling or mood.

Brotherhood: The whole body of persons striving for a common end.

Civil Rights: Those rights of all citizens to worship, assemble and participate in government and to have freedom of expression.

Concept: An idea formed by generalization from particulars.

Culture: The way of life of a society--the habits, ideas and practices of its members.

Discrimination: To distinguish, to separate, to make a difference in treatment or favor.

Empathic Understanding: An active process of desiring to know the full awareness of another person, of reaching out to receive his communication, and of conveying your awareness to him.

Ethnic: A more appropriate term for what is commonly understood as "race." People living together posessing common cultural characteristics and often common physical characteristics.

Human Relations: All contacts between individuals; between groups; and between individuals and groups.

Intergroup Education: The process of making individuals and groups aware of and accepting different individuals and groups.

Learning Experiences: Suggestions to teachers of ideas, activities, experiences, in which understanding and conflicts can be made meaningful. Activities and experiences that can be implemented in the classroom.

Level of Regard: Refers to the affective qualities of one person's response to another. These may be either positive or negative. Positive feelings include respect, liking, appreciation and any other affective response. Negative feelings include such responses as dislike, contempt and impatience.

Minority: A part of the population differing from others in some characteristics and often subject to differential treatment.

Prejudice: An unfounded, negative, overgeneralized judgment, usually accompanied by a feeling tone toward a person or group, formed without benefit of fact.

Race: A group of people whose members are in some way more clearly related to one another than outsiders. For this reason they resemble one another more than they resemble outsiders.

Self-Concept: Those perceptions, beliefs, feelings and values which the individual sees as describing himself.

Society: A structured group of people who interact and who have very broad common goals.

Unconditional Regard: The degree of consistency of regard felt by one person for another.

Understanding: A subordinate idea that contributes to the development of a concept.

Willingness to be Known: Involves the sharing of experiences and perceptions of the self with another person.

HUMAN RELATIONS IDEAS

The following ideas serve as a guide to create a humanistic atmosphere in the classroom. You may have other ideas about what you might like to do and how you want to do it. Be as creative as you wish in making your own additions according to the needs of your class.

GENERAL ACTIVITIES

Produce and distribute a local human relations newsletter made up of happenings in the local schools. This could be a cooperative venture among the schools. (Jr., Sr.)

Have your class make a human relations calendar for the summer. This could include related books, movies, speakers and special programs within the community. (El., Jr., Sr.)

Place a human relations question box in the faculty lounge. Periodically check the suggestions and discuss them. (El., Jr., Sr.)

Start a human relations committee in your school. (Jr., Sr.)

Sing or play recordings of work songs, religious songs, and other songs of different nationalities, races, and creeds. (El., Jr.)

Learn dances from various ethnic and nationality groups. (El.)

GROUP DISCUSSIONS

Show a human relations film and discuss the relationships between different people. (Jr., Sr.)

Have a panel discussion or debate on the fairness of American History in relation to the Black, Chinese, First Americans (Indians), Chicanos and Japanese. (Sr.)

Let your students make a study of the hiring of minority teachers, principals and other administrators in your area. Have them discuss and take a stand against discriminatory hiring practices. (Sr.)

Discuss the current movies and television shows from a human relations perspective. (Sr.)

Summarize current movies and television programs about Indians and other minority and ethnic groups. Are they guilty of combating or fostering stereotypes? (Jr., Sr.)

Have pupils read biographies of such people as Martin Luther King, Jr., Julius Rosenwald, Jane Addams, George Washington Carver. Conduct panel discussions on biographies. (Jr., Sr.)

Form committees to share and study interpretations of such documents and laws as; The Declaration of Independence; Gettysburg Address; Emancipation Proclamation; 13th, 14th, 15th Amendments. Discuss which ones represent civil rights, social rights, political rights, and economic rights. (Sr.)

DISPLAYS

Set up displays on the food, music and dance of minority groups. (El., Jr., Sr.)

Set up displays on the achievements of the minority groups in all fields. Involve students in the research for these displays. (El., Jr., Sr.)

Set up a pictorial display of minority groups. (El., Jr., Sr.)

Have students make and display a map which shows settlement of nationallity, racial or religious groups in the community, location of hospitals, libraries and playgrounds. (Sr.)

Plan a bulletin board display to illustrate the theme "Let's All Work and Play Together." (El., Jr.)

SPECIAL YOUTH EMPHASIS

Sponsor and help to organize student human relations committees in the local high schools. (Sr.)

Sponsor a discussion of the Generation Gap. Involve parents, pupils and teachers. (Sr.)

Set up a human relations class for high school students. (Sr.)

Make efforts to improve human relations communication between students and teachers. (Jr., Sr.)

Recommend that your school have a student-teacher policy committee. (Jr., Sr.)

Form a committee for students to set up a student grievance committee procedure using due process. (Jr., Sr.)

PROGRAMS, SPECIAL EVENTS AND CELEBRATIONS

Create human relations events and distribute press releases to the media. (Sr.)

Be aware of regional human relations events and make plans to take your students, if possible. (Sr.)

Each month in your classroom honor a person who has been outstanding in human relations work. (Jr., Sr.)

Work up a study of racism. Invite speakers, show films, publicize the study, invite other teachers, church groups, and parents to participate. (Sr.)

Work with other teachers and schools to sponsor a T.V. program on human relations. Work with the station, producers and staff to present a program that will have some meaning in your community. (Sr.)

Have an ethnic cuisine day at school. This may not be too practical but could probably be worked out. Serve "soul food," tacos and enchiladas, eggrolls, and food of other minority and cultural groups. (Jr., Sr.)

Check your library for books on all minority groups. Ebony and Jet are Black periodicals students would be interested in reading. (Jr., Sr.)

Recognize special days and weeks, such as International Human Rights Day, on December 10th; January 15th, Birthday of Martin Luther King, Jr.; Negro History Week, etc. (El., Jr., Sr.)

The home economics, art and shop classes could work together on a human relations craft fair. This could feature the workmanship of Appalachian Whites, Blacks, Indians, Orientals, etc. (Jr., Sr.)

CONFERENCES AND WORKSHOPS

A conference on human relations materials could be sponsored by local librarians.

Have a workshop in which teachers role-play human relations situations and discuss them.

Sponsor a teacher retreat to discuss racism and racial feelings. This has been very successful in other states.

Hold a workshop on teacher relationships with special personnel such as school social workers, supervisors, school nurses, school psychologists, and other special resource people.

Organize a school-community resource relations committee with parents and community groups leading. Be sure to invite and involve school board members.

CONTESTS

Have a student essay contest on "What is Prejudice?" The essays can be written, dramatized, photographed or filmed. Give prizes and arrange for the contest to be locally publicized. (El., Jr., Sr.)

Have a photo contest on human relations. The themes can run from children sharing something to the love of mankind. The judges can establish the guidelines for selection of the winner. (Jr., Sr.)

A poster contest could be conducted along the same lines as the photo contest. (El., Jr., Sr.)

Write jingles, rhymes, and limericks on any subject pertaining to "How can we make people happy?" (Jr., Sr.)

Have pupils write human relations slogans. (Jr., Sr.)

FIELD TRIPS

Take a planned field trip to become better acquainted with the community.

Plan a field trip to hear music, to see an art exhibit, or to see dancers perform in authentic settings. (El., Jr., Sr.)

WE LISTEN ONLY TO WHAT WE WANT TO HEAR!

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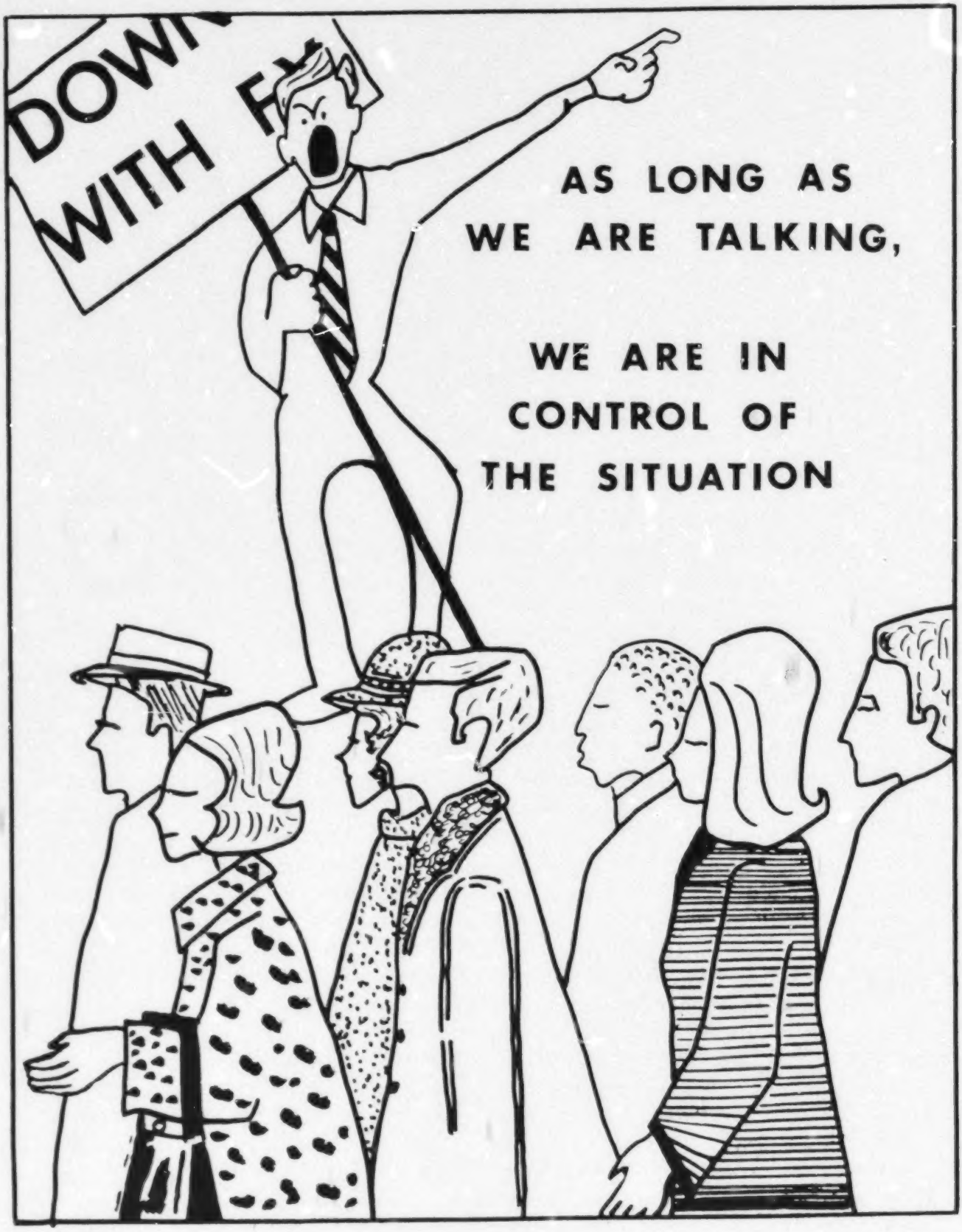
HUMAN RELATIONS SELF EVALUATION

TEACHER FORM

This is a personal test for teachers and should be treated as such. Its purpose is to give an indication of your approach to teaching.

	YES	NO
1. My students are inspired to have respect for each other and be open and honest with me and other students.		
2. I am aware of problems that are a hindrance to open and honest communication between me and my students.		
3. I have read books and articles recently to increase my understanding of and sensitivity to the particular aspirations, needs, problems and frustrations of minority or disadvantaged children.		
4. I have worked directly or indirectly to dispel misconceptions, stereotypes, prejudices and other adverse feelings that members of one group have against members of another group.		
5. I strive to avoid expressions and actions which may offend members of other groups.		
6. I take steps to discourage or prevent patterns of informal discrimination, segregation or exclusion of minority group members from school groups, clubs, committees, etc.		
7. I try to prevent my latent prejudices or stereotyped thinking from unfairly influencing my discipline and evaluation of students.		
8. I show minority family groups as well as white family groups in my classroom pictures.		
9. Displays of work and play show representatives of different cultural groups working and playing together.		
10. Classroom pictures of great people include all minority groups.		
11. I have discarded pictures or posters that reinforce stereotypes of Negroes and other minority groups.		
12. I have made efforts to overcome any deficiencies of the textbooks' treatment of minority groups.		

	YES	NO
13. My students have opportunities to learn democratic skills and values by interacting in problem-solving groups.		
14. I organize and present units of work which include contributions of minority groups and individuals.		
15. I have visited or personally familiarized myself with the families and communities of my students.		



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QUESTIONING SKILLS WHICH PROMOTE EFFECTIVE COMMUNICATION*

Practice in these skills is designed to help you promote effective communication by decreasing the amount of talk you do and increasing the amount of talk done by your students. Communication is equated in many teachers' minds with talking; in other words, unless you are talking, you are not communicating. This is not true. Effective communication is promoted in more ways than by just talking. Below is a guideline with examples to help you identify and practice the skills of questioning.

THERE ARE FOUR KINDS OF QUESTIONING SKILLS.

1. Fluency in asking questions is developed through practice in asking as many factual or descriptive questions as you can during a conversation.

   - The words, who, what, when, and where are often used in asking factual questions. (What is your favorite course in school?)

   - Descriptive questions require a person to organize facts into some logical relationship, and usually require longer answers than do the factual questions. (What are the differences between social clubs and civic clubs in high school?)

2. Probing questions keep discussions going because they require more than superficial answers. Probing skills include the practice of--

   - seeking clarification (What exactly do you mean?);

   - seeking to increase critical awareness (Is that all there is to it?);

   - refocusing the response (If this is true, what are the implications for...?);

   - prompting the student (Give the student a hint to help him answer the questions.);

   - redirecting the question (This helps to bring other people into the discussion quickly: Mary, what do you think about John's statement?).

3. Higher order questions are questions that connot be answered merely from memory or by simple description. The key word related to higher order questions is why. A person needs to use questions which--

*From Questioning Skills, Teacher's Manual, TEACHING SKILLS FOR ELEMENTARY SCHOOL TEACHERS. c 1969 General Learning Corporation. Reprinted with permission.

- ask for evaluations (Which of the two cartoons drawn by class members do you believe illustrates the most understanding of events which affected the recent student council election?);

- ask for inferences (Why do some people seem to make friends more easily with people younger than they are than with people their own age?);

- ask for comparisons (What are the similarities and differences between students who succeed in school and those who don't?);

- ask for application of principles (Can you think of another example which fits this definition of "popular"?);

- ask for problem solving (Can you prove that these two people wanted the same thing to happen?);

- ask for cause and effect (If all the school rules were eliminated tomorrow, what do you think would happen?).

4. Divergent questions, or creative questions, are open-ended in that there is no right or wrong answer. They encourage students to think creatively and to explore possibilities. The following are examples of divergent questions: What might happen to the family structure if the traditional roles of the mother and father were changed? If you were a new student in a school, and also of a minority race, what steps might you take to help others to get to know you?

SILENCE AND NONVERBAL CUES*

Most people tend to think that verbal communication is the best way to increase discussion. While this is important, the use of silence can also effect increased participation. By decreasing the amount of your own talk, you are taking action to stimulate the other person's participation.

Silence can be used effectively--

- after an introductory statement (Your silence emphazises what has just been said.);
- after a question (Your silence indicates that you are considering the question and that the listener, too, should be considering the question.);
- after a response (Your silence will encourage the other person to continue talking, to extend and elaborate his point.).

The use of silence as a technique to promote communication is more effective when accompanied by a nonverbal cue indicating acceptance, rejection, questioning, or thoughtful consideration. There are four main kinds of nonverbal cues, which include--

- facial cues, such as smiling, frowning, or looking thoughtful, serious or quizzical;
- head movement, such as nodding "yes," shaking "no," tilting your head and ear toward the speaker;
- body movement, such as moving nearer the speaker, assuming a thoughtful pose (fist under chin, for example);
- Gestures, such as--
  a. pointing to the speaker
  b. making a "continue" cue (moving hands in a circular motion);
  c. making an "anything else?" cue (by holding the hands out with palms upward);
  d. making a "stop" cue (by holding the arm straight out with the hand up and the palm out);
  e. pointing from speaker to speaker (by pointing first to one speaker who has just finished speaking, then to another speaker, and then looking quizzically back and forth from one to the other).

*From Increasing Student Participation, Teacher's Manual, TEACHING SKILLS FOR SECONDARY SCHOOL TEACHERS. c 1969 General Learning Corporation. Reprinted by permission.

REINFORCEMENT SKILLS WHICH PROMOTE EFFECTIVE COMMUNICATION *

Positive reinforcement focuses on the use of incentives to reward desirable behavior--in this case, increasing participation in the communication process. If a student behaves in an appropriate way, immediate positive reinforcement increases the probability of his doing so again. Reinforcing techniques are used in the following situations:

- Positive verbal reinforcement occurs when you immediately follow a desired response with such comments as, "Good," "Positively," "Okay," or other statements indicating acceptance.

- Positive nonverbal reinforcement occurs when, in responding to a desired response, you nod your head in agreement, smile, move toward the speaker, or keep your eyes on the speaker while paying close attention to the speaker's words.

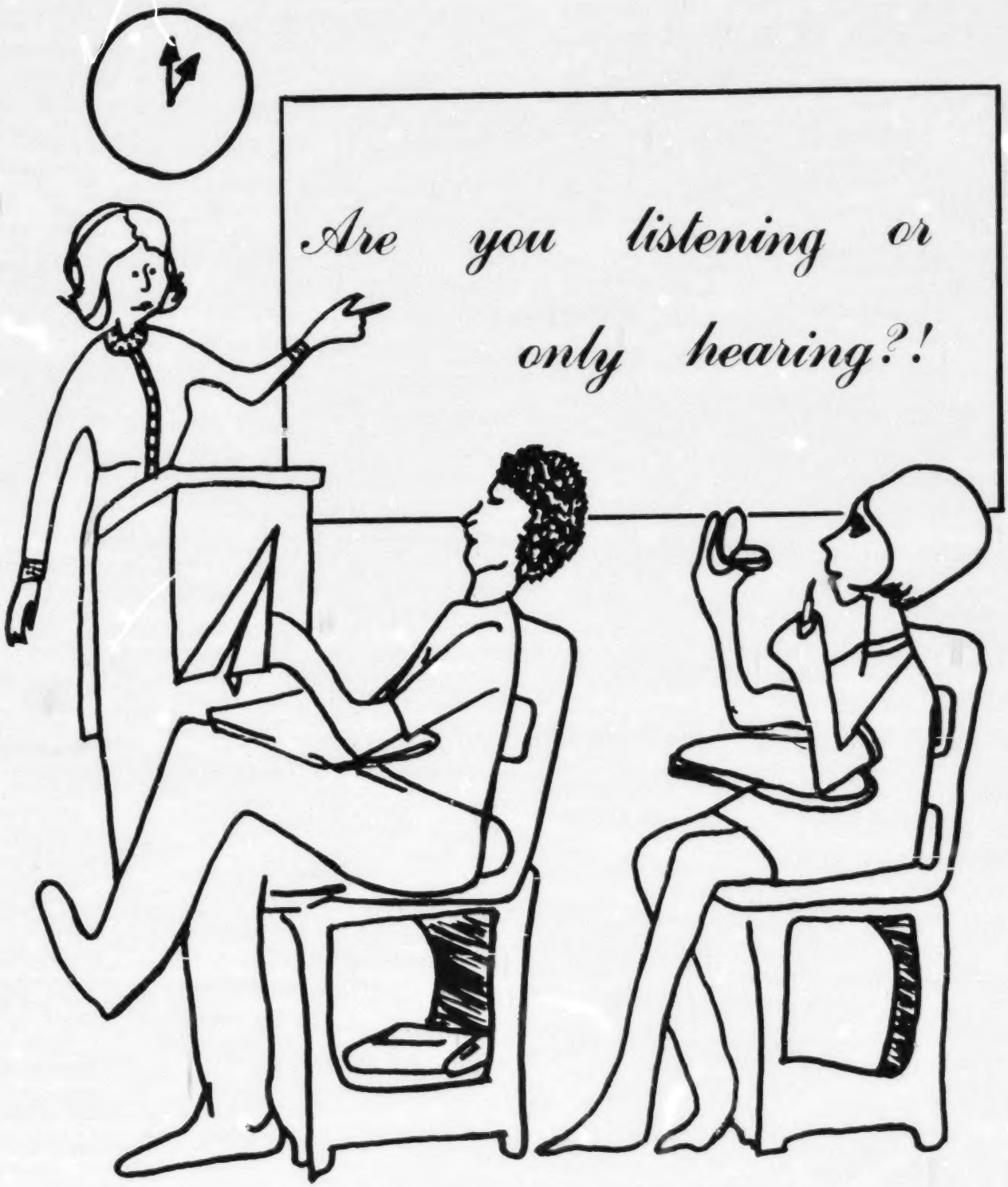
- Positive qualified reinforcement occurs when you differentially reinforce, either verbally or nonverbally, certain parts of a response and not others.

- Delayed reinforcement occurs when you emphasize positive aspects of a student's response by redirecting attention to something he did or said earlier.

Most of us use only a narrow range of reinforcers in our everyday conversation, consisting mostly of "Good," "Okay," "Yeah." By extending the range of both your verbal and nonverbal reinforcers you will be able to promote more effective communication. Below are some possible verbal reinforcers which will help you enlarge your repertoire.

"Delightful"
"Fine answer"
"Exciting!"
"Keep going"
"That's clever"
"I'm pleased"
"That shows thought"
"I like that"
"Thinking!"
"That's interesting"
"Good. I did't know it could be done that way"
"I agree"
"That's a good point to bring up"
"WOW!"

*From Increasing Student Participation, Teacher's Manual, TEACHING SKILLS FOR SECONDARY SCHOOL TEACHERS. c 1969 General Learning Corporation. Reprinted by permission.



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ORGANIZATIONS AND AGENCIES FURNISHING HUMAN RELATIONS MATERIALS

Afro-American Publishing Co., Inc.
765 East Oakwood Boulevard
Chicago, Illinois 60653

American Civil Liberties Union
156 Fifth Avenue
New York, New York 10010

American Council on Education
1 Dupont Circle, N. W.
Washington, D. C. 20036

American Council for
Nationalities Service
20 West 40th Street
New York, New York 10018

American Friends Service Committee
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American Indian Historical Society
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315 Lexington Avenue
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Association for the Study of Negro
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1538 Ninth Street, N. W.
Washington, D. C. 20022

Catholic Interracial Council
of New York
55 Liberty Street
New York, New York 10005

Council for Urban Education
33 West 42nd Street
New York, New York 10036

Council for American Unity
70 Fifth Avenue
New York, New York 10011

Integrated Education
343 South Dearborn Street
Chicago, Illinois 60604

National Association for the
Advancement of Colored People
1790 Broadway
New York, New York 10019

National Conference on
Christians and Jews
43 West 57th Street
New York, New York 10027

National Education Association
Center for Human Relations
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

National Urban League
55 East 52nd Street
New York, New York 10017

Public Affairs Committee
381 Park Avenue
New York, New York 10016

Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

U. S. Commission on Civil Rights
1405-I Street, N. W.
Washington, D. C. 20005

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